

THE GIFTED EDUCATION REVIEW



When in Rome: Technology, Creativity, and Language Arts

Instead of viewing technology as a necessary evil, why not use it to our advantage?

by Melanie Meyer

The teacher's lounge is a place I fervently avoid. When empty, it's harmless enough. You run a few copies or grab the junk mail that's been piling up in your box. When occupied by two or more school employees, watch out. It starts off innocently enough, with a casual, "How's it going?" or "Man, these kids are wild today." If you're lucky, you can duck out and run for the hills at this point. It's best to look over-caffeinated and a bit on edge if you want to make a clean get away. If you cannot escape, you are likely to hear one or more occupants projectile vomit a list of complaints about students. A perennial favorite complaint is students

scrolling through their cell phones in class or goofing off on school-issued laptops instead of hanging on every word like Aristotle at Plato's Academy. Teachers take up cell phones and slam laptop screens and complain endlessly about the issue.

Winston Churchill observed that "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty." Why not leverage something kids are going to use whether we ask them to or not? Why not teach them how to develop creative thinking and build a bank of resources using the array of online tools available to them? The key is to

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The Gifted Education Review welcomes submissions from teachers and academics in the field of Gifted and Talented Education. Please send queries or submissions to the editors at the address above.

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not just use technology for technology's sake. The goal is to use these online resources to enhance the acquisition of content-area knowledge and to use them as vehicles to practice creativity-related processes. These sources might help us do just that, so if you can't beat them, why not join them? If you find yourself a foreigner in the land of the digital natives, why not try it their way? The resources listed focus on poetry and are most appropriate for secondary students.

Blending Art and Literature

The website *Zen Pencils* (<http://zenpencils.com/comic>) features the cartoons of artist Gavin Aung Than. Gavin takes famous quotes, poems, and fan submissions and weaves them into full-color cartoons in vivid detail to produce story lines that move and inspire readers. One of my personal favorites interprets the words of pianist James Rhodes entitled *Is That Not Worth Exploring?* (<http://zenpencils.com/comic/rhodes>) This cartoon addresses the

importance of risk-taking and investing in creative goals. Using this site as a model, students could select excerpts from any text and try their hand at creating similar products, such as comic strips, using sites like *Strip Generator* (<http://stripgenerator.com/strip/create>). You might just want to follow that link. Who knows what you might come up with in a Google search if you just type that amazingly awkward website name in the search bar. Don't say I didn't warn you.

For the Love of Poetry

Shel Silverstein, Robin Williams as Mr. Keating, and an English professor at The University of Texas at Austin whose name I cannot recall kindled my love for poetry. How I made it to college without knowing the wonder of poems like *Death, Be Not Proud* is a story for another day, but it stands to reason that these poetic resources can fan a flame that already exists or perhaps spark a new interest. In my search, I found a new-to-me poem by

Mary Oliver called *August*. I dare you to read it and feel nothing.

The Poetry Foundation has a series of videos that feature poets reading and talking about the inspiration for their poem. *The NewsHour Poetry Series* (<http://www.poetryfoundation.org>) shares the story behind the poem and allows students to see poets talk about their creative processes and habits of mind.

Poets.org has a program called *Poem-a-Day* that will send an email directly to you with a new poem by a contemporary poet each weekday and a more traditional poem each weekend day. Poems come with commentary from the poet when available and links to similar poems if readers want more options. In less than five minutes a day, anyone can witness the results of the creative process and find a kernel of inspiration for a creative contribution of their own.

Poetry 180 is a collection of 180 poems that students can use as mentor texts for their writing. The idea, con-

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The Power of the Passion Project

Part Two: Developing Self-Awareness, Perseverance, and Autonomy

by Kelly Margot

In the first installment of *The Power of the Passion Project*, we introduced you to the concept of the genius hour, overcoming obstacles and time constraints to implement one, and how you might use the genius hour to encourage your students' passions. In part two of this article, we will discuss how to use the genius hour to develop student self-awareness, perseverance, and autonomy.

Question Generation

Question generation is an important part of the creative process. Requiring students to write their own questions and challenging them to write "ungoogleable" or difficult-to-answer questions further develops this important skill that will aid them in whatever field they pursue as adults. At first this is a difficult task for students, but it is a coachable skill we can teach them. They will get better at it. Their ques-

tions will improve each time they are tasked with this type of assignment. Struck (2003) points out that student learning deepens when children learn the skill of asking relevant questions. This also leads students to engage in metacognition, which supports their construction of meaning.

Students will often use time outside of class to ponder their topic and create better questions. Most teachers love students spending more time thinking deeply about their content. The teacher can help the student evaluate his or her questions while they are conferencing. In this way, assessment becomes a part of the student's learning through instruction (Tomlinson & Moon, 2013).

Once students investigate their questions as thoroughly as possible, they identify questions that they were unable to answer adequately. Students then find three experts in the field whom they can contact with these

lingering questions. The teacher helps the student email their experts. This is where real magic happens! Many times the kids find experts to email such as Harvard professors or an astronomer seen on the Discovery Channel. While it may seem unlikely to receive a response from such noted professionals, you will be amazed at the responsiveness of these "famous" people in their field. My students have received responses from at least 80% of their experts. A paleontologist emails them back from a dig in China or a physicist apologizes for a late reply because they have been in the arctic working on a problem. It is amazing to see the kids' faces light up when they get a response. By that time, they have sought an answer to their questions for months and finally they have it - an opinion from an expert. Interestingly, some children find their questions answered differently by various experts. This is a great learning experience for



them. I hear children exclaim, “I had a really good question, and even the experts disagree!”

In the end, for many classrooms, the genius hour project is a platform for students to share what they learn. Other students gain an understanding of the various topics being investigated by their classmates. This provides an authentic audience for the student researchers. For assessing the student work, Inman and Roberts (2016) have developed excellent rubrics for assessment. These authors also advocate for student reflection regarding their projects. Reflecting on their work and their process is important because it helps students assess their own learning and develop critical thinking skills associated with self-evaluation.

Genius Hour Helps Students Gain Self-Awareness and Perseverance

Angela Maiers (2012) makes an important point about self-awareness:

Self-awareness provides a system of checks and balances that equips individuals to understand themselves and to make conscious

choices and deliberate decisions about the direction and quality of their lives (p. 57).

By allowing students the choice and a voice in their research topic and questions, students are given the opportunity and independence to improve their understanding of themselves. Students articulate their learning and discovery interests. Students are also tasked to keep themselves on track for their presentations. They keep their own list of checks and balances to further their exploration of the topic. Students must also learn when to seek help from the teacher or their classmates. Students will help other students resolve a problem or find ways to get around an obstacle. During individual student conferences, the teacher will ask students what they are accomplishing and to specify where they (the students) feel additional guidance is needed.

As this process develops, students start to see learning not as something done to them, but as something they can control. The process of choosing the topic, writing questions, and finding answers while creating new questions allows students to challenge themselves. They learn to make the best

use of their abilities, skills, and talents while gaining purpose for their learning and work in the classroom. Students become more independent, thoughtful, and self-directed learners through this exploration into their topic.

With self-awareness comes perseverance. Perseverance is an important psychosocial skill that we must actively develop in our students (Subotnik, Olszewski-Kubilius, & Worrell, 2011). Genius hour topics often become difficult and students can feel discouraged. It is important to teach students to work around obstacles. The best way to accomplish this is to teach students to tackle the big task in smaller, more realistic pieces so that they are not overcome with a seemingly insurmountable task. Genius hour projects guide students through this process of breaking their big questions down into smaller chunks. Students learn to clearly state the smaller goals and how they will reach them.

Student Autonomy

Children, like adults, have the human desire to direct their own lives. They want to have choices and make decisions. Giving students the autonomy to direct their own studies helps to motivate them. They choose what they want to work on and what they plan to do with the information. Students even choose when their project is complete. While there is a basic structure students must follow, within this structure there are lots of opportunities for students to put their individual stamp on the project. Such self-directed learning is particularly appropriate for gifted children as they can handle the demands of being independent at an earlier age (Betts & Neihart, 1986).

This presents a challenge for students who have been conditioned, over time, to distrust their own judgment, and it is the only area I have

seen students struggle with during genius hour time. Some children would prefer that you, the teacher, tell them what to do and how to do it. You will likely have to spend more time with these students to help them discover their own path. While it is not always comfortable for them, they do gain a sense of autonomy as they are forced to direct their own learning. In time, the students come to trust in their own judgment.

Conclusion

The primary goals of genius hour are to help students reach their potential and to develop them into independent learners. Conducting a pas-

sion project (as outlined in this article) helps students reach these goals. We must empower students to seek information and become problem finders. Students gain confidence in their ability to control their learning and explore desired topics through genius hour. ■

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When in Rome: Technology, Creativity, and Language Arts

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ceived by former poet laureate Billy Collins, is to read poetry in schools just for the enjoyment of the spoken word. I mean, how can you not love a guy who equates the teaching of a poem in school to “beating it with a hose to find out what it really means” in *Introduction to Poetry*? The Library of Congress website houses this collection (<http://www.loc.gov/poetry/180>).

Teen Ink (<http://www.teenink.com/poetry/>) is a site for students to read, submit, critique, and get feedback on poetry, fiction, and nonfiction writing. The site also features student contests and daily voting on recently submitted works. The beauty of Teen Ink is that it allows students to collaborate with and learn from their peers.

Magnetic Poetry (<http://magneticpoetry.com/pages/play-online>) offers a more lighthearted approach to writing poetry. The online version allows readers to pull tiny magnets with words onto a blank screen to form poems. This strategy, developed by an author with a wicked case of writer’s block, allows student poets to stretch their creative legs by limiting the words they have at their disposal.

Visual Writing Prompts (<https://visualwritingprompts.wordpress.com>) offer photographs that can spark an idea for writers. Picture prompts are available for all writing genres, including poetry. On the poetry page, you can find a beach scene with barbed wire in the foreground and the instruction to create a metaphor. Any budding writer could get a jump on their 10,000 hours of expert apprenticeship by tooling around on this site every day.

The *American Rhetoric* website (<http://www.americanrhetoric.com/>) includes a speech bank and rhetoric lessons, but tucked in among the speeches are poems delivered by their authors or dramatically interpreted by famous people. The American Rhetoric website is a gold mine for political speeches, famous movie speeches and general information on speech and rhetoric. Whether you are looking for Atticus Finch’s closing argument in *To Kill a Mockingbird* or Maya Angelou sharing one of her works (as only she can), this site is a gem. Each item on the site includes an audio recording and a transcript of the text.

Because it’s TED

I couldn’t end without including my good friend Ted. We have lunch

together every day. We’re tight like that. If you are not yet familiar with TED (www.ted.com), stop reading this and go there now. Click on any video and watch. The tagline – Ideas Worth Spreading – really says it all. I like to call it YouTube for smart people. If you have been living under a rock or got caught in the teacher’s lounge indefinitely, you are missing out. The site features TED Talks, which are videos ranging from five to twenty minutes on nearly every topic under the sun. Adam Grant, an organizational psychologist, talks about the habits of original thinkers. Liza Donnelly, New Yorker cartoonist, talks about the role of humor in creating change. TED is an excellent resource for students and teachers alike to gather information and inspiration. A quick search of the word poetry yields 306 results including performances of spoken word poetry and explanations of why the world needs poetry.

Instead of viewing technology and the teen obsession with their devices as a necessary evil, why not use it to our advantage? When in Rome, do as the Romans. When you work with teenagers, meet them halfway and use their preferred medium as a powerful pathway to stimulating their creativity. ■



Recommended Reading for Gifted Students

by Laila Sanguras

"The world was hers for the reading."
Betty Smith,
A Tree Grows in Brooklyn

I believe there are two great things about books. Probably more than two, but I'm posing these two for your consideration. One, you can experience anything you want from the safety of your bedroom or the comfort of your favorite reading nook. During

my adolescent years, I was a teen runaway, a detective, and a student at Sweet Valley High. I escaped my banal existence one page at a time. As a teacher, this is a gift you can give your students.

You also have a great deal of power as a teacher armed with worthy book recommendations. You can turn non-readers into readers. You can win over skeptics. You can instantly become

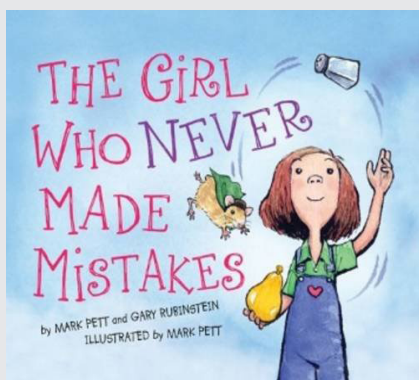
your avid readers' favorite teacher. Plus, as a well-read person, you're more likely to be a hit at dinner parties. And who doesn't want that?

The purpose of this list, loosely grouped by grade level, is to offer suggestions that may not be typical school reading. Some are best for independent reading while others are more appropriate for guided reading. All of the recommendations are amazing.

Early Elementary

The Girl Who Never Made Mistakes

Written by Mark Pett and Gary Rubenstein; illustrated by Mark Pett
34 pages
Sourcebooks Jabberwock



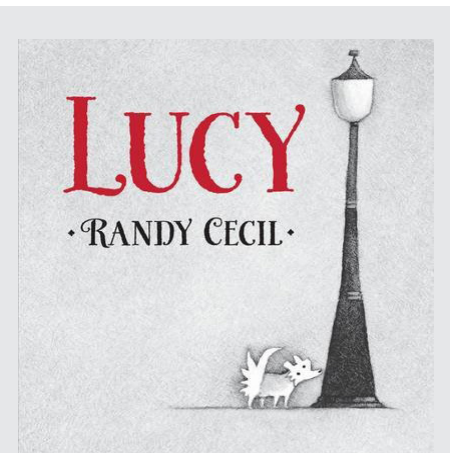
Beatrice Bottomwell (fantastic name!) is the perfectionist with whom we can all identify, whether we have taught versions of her or we are her. Beatrice prides herself

on being perfect and really doesn't know if she could ever handle making a mistake. Until she is confronted with that exact situation. The authors are not subtle in their delivery of the message, but it's one we all need to hear.

Lucy

Written and illustrated by Randy Cecil
144 pages
Candlewick

I love a story told from multiple perspectives and this one delivers. A homeless dog, sweet little girl, and a juggler with stage fright come together in a story about compassion and perseverance. The text offers the repetition that gives picture books rhythm and propels readers forward as the characters realize how their lives are intertwined.

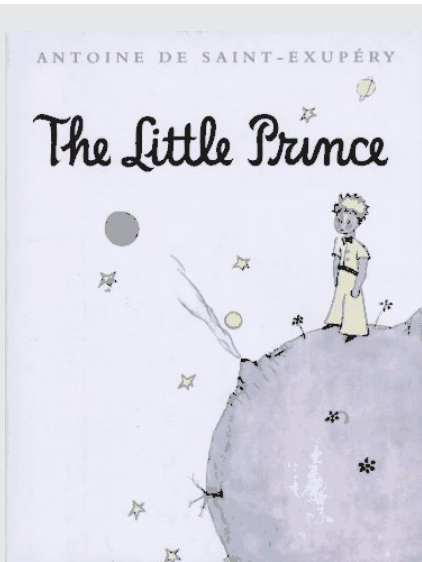


Upper Elementary

The Little Prince

Written by Antoine de Saint-Exupery; translated by Katherine Woods
113 pages
Harcourt, Brace and World

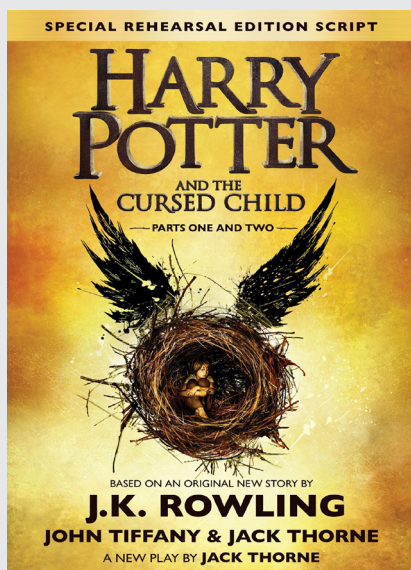
The exact details of this story are the extraneous means by which we get to the masterpiece of the mes-



sage. Every word is a gift and every vignette is a philosophical quandary that is ideal for having critical conversations with gifted students. What is truth? Where do we draw the line between happiness and unhappiness? What are the characteristics of a true friend? (Note: Be sure to read the Woods translation. She maintains the beauty of the original prose better than other versions.)

Harry Potter and the Cursed Child

Written by Jack Thorne and based on a story by J.K. Rowling, John Tiffany, and Jack Thorne
320 pages
Pottermore from J.K. Rowling

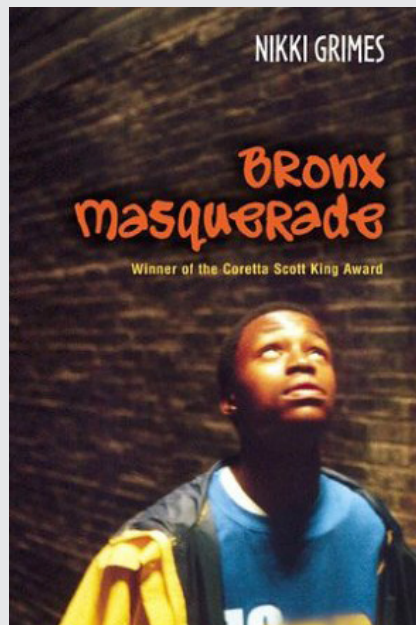


You had to know this was coming. If you teach gifted kids, you need to read this book. First of all, it's a play which is pretty fantastic. Second, we get to know Harry as a working father. And... that's where it ends. I did not love (or even like) ***Cursed Child***. So, why should you read it? Because your students have read it and will want to talk about it. I'm pulling out the "you owe it to 'em" card and playing it right now. Maybe just borrow it from someone instead of purchasing it.

Middle School

Bronx Masquerade

Written by Nikki Grimes
176 pages
Speak

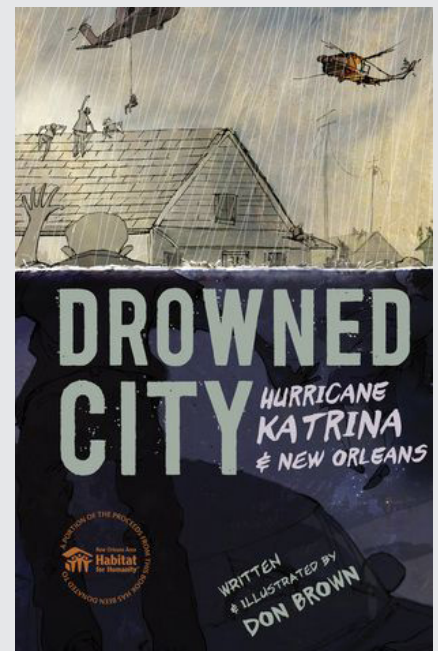


"You have to take people one at a time, check out what's in their head and heart before you judge." Maybe it's a reflection of these disconcerting times, but I fell in love with this book and the voices of the 18 teens who share their personal stories through vignettes and poems. I've passed over this book so many times because I don't like the cover. Yes, I'm an adult and I know better,

but Grimes would seriously benefit from a new edition. You will love every character and your students will identify with the universal struggles of being human, while also empathizing with those who live lives we can't even imagine.

Drowned City: Hurricane Katrina and New Orleans

Written and illustrated by Don Brown
96 pages
HMH Books for Young Readers



Brown tells the stories of those involved in Katrina's devastation through emotional graphics juxtaposed with rather stoic text. He intertwines facts with sketches of people affected by the storm, raising questions about heroism, perspective, and civic responsibility.

High School

Between the World and Me
Written by Ta-Nehisi Coates
163 pages
Spiegel & Grau

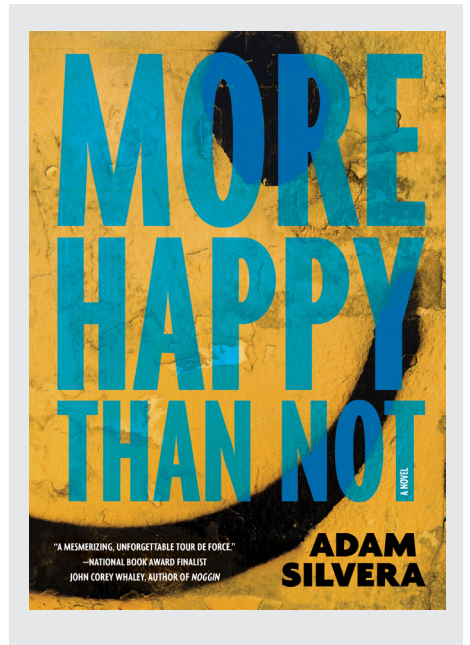
Toni Morrison called *Between the*

World and Me “required reading” which is enough for me. In case you need more, read this book because it will hurt your heart and raise questions with no answers. Coates offers his perspective as a black man through a poetically written letter to his son, which can be uncomfortable and terrifying. This is a book that you need to read, digest, and then discuss.

More Happy than Not
Written by Adam Silvera
336 pages

Soho Teen

Aaron is a kid living in poverty and that's all I can tell you without spoiling the reading experience. Silvera makes you fall in love with Aaron and then just delivers sucker punch after sucker punch to your heart. He forces you to face issues related to suicide, bullying, and sexuality - issues that teenagers face regularly. Moreover, you will find yourself questioning the cost of happiness. Oh, and there's a touch of science fiction as well. ■



Advanced Study Habits for Developing Self-Directed Learners

by Janessa Bower and Todd Kettler

Let's imagine both a challenge and an opportunity. Some research suggests gifted students progress through school without the need to develop sophisticated study habits (Richotte, Rubenstein, & Mury, 2015). Great study habits are only developed when students face a rigorous curriculum that demands deeper thinking and interpretation. Typical students acquire such skills through trial and error, but gifted students may not regularly find themselves in need of that trial and error process (Kanevsky & Keighley, 2003). That's the challenge. There is also an opportunity. One of the goals of gifted education is to develop self-directed learners. Self-directed learning is the capacity and motivation to tackle challenging material and succeed with little or no assistance. Teaching and fostering advanced study habits addresses both the challenge and opportunity.

As part of self-directed learning,

study habits are necessary for students to progress from instructional dependency toward independence as learners. Teaching gifted students to have strong study habits has the potential to improve school performance, reduce stress and anxiety (Bratsis, 2014), and increase readiness for competitive college opportunities (Robbins, et al., 2004). To study is to devote time and attention to acquiring knowledge on an academic subject; a habit is a settled or regular tendency or practice.

Think of teaching study habits as scaffolding for gifted students, applying what we know from both Vygotsky (1978) and Bruner (1978) to gifted pedagogy. With a new school year beginning, teachers may ask how to combine rigorous and challenging curriculum with the teaching of advanced study habits. To do just that, we offer ten practices worth teaching in any discipline and at any level.

1. Teach Students to Organize their Time

Gifted students present their organizational skills in two ways in the classroom. They either arrange their schedules and tasks, from memory, or they have no organizational skills at all. In either case, few want to write anything down. Even if it feels robotic, they need to learn the motions of using a planner in order to really understand the flow of their scheduling and work load. Some desperately need these parameters, and some need to hold on to the skills for when scheduling outstrips their capacity for recollection. Practice reviewing the planner at the beginning of the day and again at the end, record assignments during each class (this is for the memory kids), and check items off as completed. One helpful way to really understand the flow of assignments is to write them as



small, detailed lists.

Instead of “French homework,” write:

- Reread p. 17
- Write paragraph
- Record verbal responses

This accomplishes two tasks: they don’t miss anything, and they get to check off more items giving them a greater sense of accomplishment.

2. Guide Students to Expect to Know the Expectations.

Even in lower grades, present students with a syllabus. If they are accustomed to having a preschedule, they will know to seek it out down the road. Knowing expectations calms anxious and perfectionistic gifted students, and it supports organization. Additionally, gifted students need to know how to ask for clarification, as this isn’t always a commonly practiced skill for them.

3. Direct Students to Design a Designated Study Area

Whether in the classroom or at home, students need a quiet, well-lit,

low-traffic study area. This area should have no screen time or electronics. Study time is a time to silence the pocket demons. True, many gifted students are stellar multi-taskers, and some benefit from mild distractions. The keyword here is mild. Quiet music or fidget toys (e.g. silly putty, stress ball) might help with students who need to have their minds in two places at once.

4. Illustrate How to Develop a Study Plan

Once students are organized, know the expectations, and have an appropriate study area, they need to actually study. Provide students with a study guide that includes test day and material to be covered. Set goals. Start early. Allow ample time for studying. Break the work into manageable pieces. Start with strong guidance and gradually let them go. For example, at the beginning of the year, teachers may want to help the whole class develop a study plan. Show them how to allocate time daily to prepare for exams or complete projects. As the year progresses, have them prepare their own schedules for you to check. Finally, assign a whole

task and have them break it into organizational pieces on their own.

5. Promote a Growth Mindset

Growth mindset requires teachers to communicate learning goals and high expectations as well as to create a risk-free classroom environment. The concept of the growth mindset is that students feel comfortable taking on challenges in order to grow academically and personally. Growth mindsets are reinforced when teachers introduce learning goals and high expectations appropriately. The goals and expectations within the growth mindset structure focus student energy on deep learning and study rather than simply rote memorization.

6. Impart the Importance of Useful Study Groups

Parents and teachers hope children choose friends wisely, but are we making sure to extend the same wisdom to study groups? Group members should have a common desire to learn and improve. Sometimes the best study partners are not selected from the

closest circle of friends. For maximized effectiveness, keep groups small, and group by ability level; remember gifted students are not built-in mini-teachers. Studying with other gifted students provides opportunities to challenge and co-teach each other. During study group time, help them break tasks into small chunks, use their planners, and practice the study plan from #4. Here are some additional guidelines to help study groups run effectively: set aside phones and social media to minimize distractions, set—and stick to—a clear begin and end time, maintain focus on studying, and hold each other accountable.

7. Demonstrate Active Listening and Useful Notetaking

During class presentations, model the skills of being an active audience member, and during direct teaching time, prompt listening and notetaking skills. Implement a specific note-taking style such as Cornell Notes, and explicitly teach its form and function as well as tips like:

- Focus on the main point
- Pay attention to gestures, tone of voice, etc.
- Avoid talking or thinking about problems when listening
- Teachers often prompt students with phrases such as, “This is important” or “I’ll write this on the board.” This is usually a strong tactic for teaching active listening. However, your gifted kids will learn to only listen when you preface a statement with one of these warnings. Use with caution.

8. Review Test-Taking Strategies

- Be on time.
- Breathe.
- Read Directions. Twice.

- Organize essay responses and use strong word choice to appropriately convey your knowledge.
- Practice pacing (calculate time per question, take brain breaks, bring a fidget toy).

9. Practice Active Reading

While reading text of any kind, students need neon in one hand and graphite in the other. Yes, encourage ambidexterity because they need to both highlight and annotate, preferably using several colors for each process. We recommend teaching students to use a five-step process:

1. Write short summaries of big ideas, and keep them organized in a notebook;
2. Generate hypothetical questions that might appear on the examination;
3. Make outlines or thinking maps of chapters that illustrate the major concepts and their relationship to each other;
4. Learn the definitions of all the key vocabulary in the curriculum, and be able to explain the terms rather than just recite the textbook definition; and
5. Regularly review the notebook (summaries, hypothetical questions, outlines, and definitions).

10. Model Daily Habits

Effective teachers explicitly teach and then continually model the behaviors they want students to learn. In order for students to *know* how to study, they must be *taught* how to study, and they must see their teachers themselves using those study skills on a daily basis. Be transparent in your own organization, study habits, and growth mindset in order to encourage students to own these life-long skills for

themselves.

Remember that teaching and implementing study habits requires time and patience as gifted students will have to stretch this unused skill-set around themselves like a new pair of leather shoes. In our click-and-find world, many students do not have parents who take time or even have a reason to model study and reflection. Be the teacher your students will remember 10 years down the road when they come face to face with a seemingly unmanageable task. Set expectations. Amalgamate content. Organize. Study. Repeat. ■

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Current Research in Gifted Education

by Jeb Puryear

In this section of the Gifted Education Review, we discuss selected pieces of recent research and articulate the implications for practitioners and administrators in the field of gifted education. This installment includes three articles. Each of these articles is either a meta-analysis or systematic literature review. These sorts of works are particularly powerful, because they take the findings of many smaller studies to paint a broader, more generalizable picture. The substantive topics of the articles include identification practices, the impact of enrichment programs, and strategies for gifted students in underserved populations.

Acar, S., Sen, S., & Cayirdag, N. (2016). Consistency of the performance and nonperformance methods in gifted identification: A multilevel meta-analytic review. *Gifted Child Quarterly, 60*(2), 81-101. doi:10.1177/0016986216634438

In their study, Acar and colleagues looked at the relationships between performance methods (e.g. test scores) and non-performance methods (e.g. teacher nomination) of gifted identification. They were particularly interested in the question of whether such measures are functionally interchangeable. Since schools also use measures in combination, they wondered whether this practice provides better results. They found 35 studies in which the writing authors had reported

a relationship between at least one performance and non-performance measure. Statistically, they combined these findings into a single-weighted average across the 35 findings. Acar and colleagues found that performance and non-performance measures were not very related ($r = .30$). Upon further inspection, it was found that these different measures tend to suggest different types of students for participation in gifted programs. Their follow-up analyses suggested that using the measures in combination, particularly when teacher ratings are the non-performance measure, is the most effective practice.

Kim, M. (2016). A meta-analysis of the effects of enrichment programs on gifted students. *Gifted Child Quarterly, 60*(3), 102-116. doi:10.1177/0016986216630607

Enrichment programs for gifted students are common across the country, take many forms, and are generally seen as positive experiences for students. In this study, Kim examined 28 sample studies published between 1985 and 2014. Each study included an explicitly-defined enrichment intervention as part of their investigation. Kim broke down the results by the sorts of outcomes in which the original authors were interested. Thirteen studies looked at academic achievement, and fifteen studies looked at social-emotional outcomes. Enrichment had

larger effects on academic achievement than social-emotional outcomes: roughly twice as much. When considering academic achievement, greater effects were seen in middle and high school while, when considering social-emotional outcomes, effects were larger in elementary school. Kim found the recurring theme that the dosage level of the enrichment was critical. That is, summer residential programs were more effective than day camps and daily extensions at school were more effective than weekend only programs. Kim concluded by noting the highest effects were found among summer residential programs, no matter the outcome. This stresses the importance of gifted students engaging in activities with similarly developed peers. This is a goal we can all stress in our gifted programs.

Siegle, D., Gubbins, E. J., O'Rourke, P., Langley, S. D., Mun, R. U., Luria, S. R., Little, C. A., McCoach, D. B., Knupp, T., Callahan, C. M., & Plucker J. A. (2016). Barriers to underserved students' participation in gifted programs and possible solutions. *Journal for the Education of the Gifted, 39*(2), 103-131. doi:10.1177/0162353216640930

This study was completed by the National Center for Research on Gifted Education as an initial literature review prior to more focused data collection – which currently continues. The authors

suggest that, in a world in which we want to maximize the amount of talent development, we must “provide opportunities for talent to surface, and... recognize the talent and provide educational opportunities that engage the emerging talent” (p. 103). With this lens, they outline the barriers that exist to developing talent in traditionally underserved populations. As educators, our awareness of these barriers is an important first step to breaking them down. They discuss the literature on barriers in the context of several groups: twice-exceptional students, English-language learners, rural students, Hispanic students, Native

American students, African-American students, as well as perceived homogeneity among Asian students considered the model minority. The authors also highlight the importance of barriers at all levels of the gifted education process: identification, curriculum design, and service delivery. Challenges to understanding the efficacy of gifted programs is discussed given the lack of consistently measured outcomes. In total, the takeaway from the authors is we, as a field, need better understanding of our processes and what works if we are ever to fully develop the talent of gifted students in the country, particularly those in underserved groups. ■



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